



JOHN C CALHOUN ELEMENTARY

750 North Calhoun Street
Calhoun Falls, South

Grades	PK-5 Elementary School	
Enrollment	199 Students	
Principal	David Nixon	864-418-8016
Superintendent	Dr. Ivan Randolph	864-366-5427
Board Chair	Dr. Bill Crenshaw	864-379-8411

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Excellent	Good
2010	Good	Excellent
2009	Good	Excellent
2008	Average	Good
2007	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

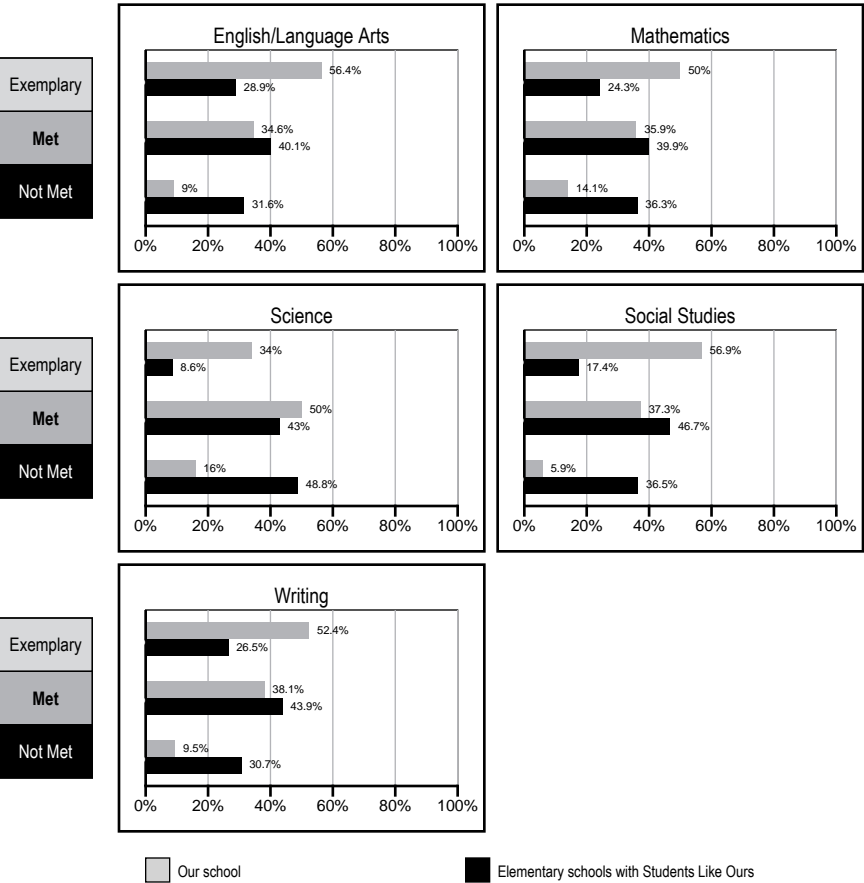
Percent of students tested in 2010-11 whose 2009-10 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
3	9	105	40	14

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=199)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	6.1%	Up from 4.7%	1.5%	1.1%
Attendance rate	95.0%	Down from 96.4%	95.9%	96.2%
Served by gifted and talented program	7.1%	Down from 7.6%	6.8%	13.4%
With disabilities other than speech	1.3%	Down from 7.9%	4.5%	4.1%
Older than usual for grade	2.0%	Down from 2.5%	0.5%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=15)				
Teachers with advanced degrees	66.7%	Down from 73.3%	60.9%	62.5%
Continuing contract teachers	93.3%	No Change	83.6%	88.2%
Teachers returning from previous year	86.3%	Up from 83.1%	85.6%	87.8%
Teacher attendance rate	96.4%	Up from 92.7%	95.1%	95.2%
Average teacher salary*	\$44,889	Up 0.3%	\$45,436	\$46,773
Professional development days/teacher	5.6 days	Up from 4.6 days	10.3 days	10.5 days
School				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Down from 16.5 to 1	18.2 to 1	19.9 to 1
Prime instructional time	91.3%	Up from 88.7%	90.0%	90.4%
Opportunities in the arts	Poor	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	56.0%	Down from 100.0%	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,818	Down 0.9%	\$7,987	\$7,447
Percent of expenditures for instruction**	63.1%	Up from 57.6%	68.0%	68.4%
Percent of expenditures for teacher salaries**	58.4%	Up from 52.2%	64.7%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

In the SRA program, students were tested and placed in a group with students of similar reading ability in first and second grade. Students are allowed to move to higher groups as they progress. The assessment component of our plan uses DIBELS to monitor the reading progress of students who are having difficulty all during the year. DIBELS is also used for benchmark testing three times during the year to see if students are progressing in line with national norms. The district plan calls for a district benchmark test to be given to students after each quarter to see how they are progressing with district and state standards. All of this information will provide a better idea of how students are performing and how best to meet their needs.

The school's efforts allowed it to maintain its Absolute and Improvement Rating on the 2010 Annual School Report Card. This continued excellence qualified JCCE to receive a Palmetto Gold in the area of

"Student Achievement." The school also received a Palmetto Silver for "Closing the Achievement Gap," which is a measurement of the improvement made by historically underachieving groups.

We were also encouraged by this year's MAP scores. MAP testing is administered once in the fall, once in the winter, in the spring, and immediately after PASS. MAP is a way of gauging academic growth and projecting where students will perform on the PASS test. All students at JCCE showed growth according to their MAP scores. Translating the scores into their PASS equivalents allows us to compare the past scores from PASS to how they performed this year on MAP.

JCCE also continues the use of our Data Room in the school. Each student in the school is tracked based on their MAP, CAI, and other data sources to help identify students who are weak in certain areas. The discipline component of our plan calls for targeting the repeat offenders, students who are in the yellow and red zones, in an effort to continue to reduce the number of office referrals. Character Education will continue to be an important part of the JCCE curriculum.

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	22	21	20
Percent satisfied with learning environment	100.0%	95.2%	94.7%
Percent satisfied with social and physical environment	100.0%	100.0%	100.0%
Percent satisfied with school-home relations	100.0%	100.0%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	15.9%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	15.9%	0.0%	No
Student attendance rate	95.0%	94.0%**	Yes

* Or greater than last year

Abbreviations for Missing Data

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	84	100	9	34.6	56.4	94.9	87.1	82.4	Yes	Yes
Gender										
Male	42	100	13.2	36.8	50	92.1	84.3	78.7	N/A	N/A
Female	42	100	5	32.5	62.5	97.5	90.2	86.2	N/A	N/A
Racial/Ethnic Group										
White	29	100	N/AV	N/AV	N/AV	100	92.1	88.9	I/S	I/S
African American	54	100	13.7	43.1	43.1	92.2	79.6	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	63.2	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	83	I/S	I/S
Disability Status										
Disabled	14	100	14.3	21.4	64.3	85.7	57.8	48.1	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	77.1	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	71	100	10.6	39.4	50	93.9	83	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	84	100	14.1	35.9	50	92.3	90.6	81.9	Yes	Yes
Gender										
Male	42	100	18.4	39.5	42.1	86.8	88.5	79.9	N/A	N/A
Female	42	100	10	32.5	57.5	97.5	92.9	84.1	N/A	N/A
Racial/Ethnic Group										
White	29	100	11.5	23.1	65.4	96.2	93.5	88.9	I/S	I/S
African American	54	100	15.7	43.1	41.2	90.2	85.9	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	78.9	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.4	I/S	I/S
Disability Status										
Disabled	14	100	35.7	21.4	42.9	78.6	64.3	47.3	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	88.6	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	71	100	15.2	39.4	45.5	92.4	87.4	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	53	100	16	50	34	84	77.6	68.6
Gender								
Male	28	100	11.5	53.8	34.6	88.5	77.4	68.3
Female	25	100	20.8	45.8	33.3	79.2	77.7	68.9
Racial/Ethnic Group								
White	16	100	6.7	46.7	46.7	93.3	85.7	80.7
African American	36	100	20.6	52.9	26.5	79.4	64.4	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	42.9	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	70.8
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	47.3	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	42.9
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	54.5	60.7
Socio-Economic Status								
Subsidized meals	46	100	18.6	51.2	30.2	81.4	70.6	57.3

Social Studies

All Students	56	100	5.9	37.3	56.9	94.1	80.6	72.5
Gender								
Male	29	100	7.7	42.3	50	92.3	81.3	72
Female	27	100	4	32	64	96	79.9	73.1
Racial/Ethnic Group								
White	23	100	4.8	28.6	66.7	95.2	85.5	81
African American	32	100	6.9	44.8	48.3	93.1	72.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	89
Hispanic	1	I/S	I/S	I/S	I/S	I/S	84.6	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	73.5
Disability Status								
Disabled	9	I/S	I/S	I/S	I/S	I/S	51.2	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	81.8	69.7
Socio-Economic Status								
Subsidized meals	48	100	6.8	38.6	54.5	93.2	75.6	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	23	100	9.5	38.1	52.4	90.5	76.5	73.2	95	96.3
Gender										
Male	11	100	I/S	I/S	I/S	I/S	71.1	67.2	94.9	96.3
Female	12	100	N/AV	N/AV	N/AV	100	82.2	79.4	95.2	96.3
Racial/Ethnic Group										
White	4	I/S	I/S	I/S	I/S	I/S	83.8	81.5	93.1	96
African American	19	100	11.1	44.4	44.4	88.9	65.9	61.3	96.1	96.8
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	87	N/A	98.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.7	98.8	96.8
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2	N/A	98.3
Disability Status										
Disabled	2	I/S	I/S	I/S	I/S	I/S	34.5	26	94.8	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	40.5	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	75	65.7	98.1	96.7
Socio-Economic Status										
Subsidized meals	21	100	10.5	42.1	47.4	89.5	70.7	63.2	95	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	27	100	20.8	29.2	50	79.2
	4	23	100	13	34.8	52.2	87
	5	41	100	12.8	48.7	38.5	87.2
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	2.9	17.6	79.4	97.1
	4	25	100	13	43.5	43.5	87
	5	23	100	14.3	52.4	33.3	85.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	27	100	29.2	16.7	54.2	70.8
	4	23	100	13	65.2	21.7	87
	5	41	100	17.9	51.3	30.8	82.1
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	36	100	5.9	23.5	70.6	94.1
	4	25	100	21.7	34.8	43.5	78.3
	5	23	100	19	57.1	23.8	81
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	13	100	30.8	23.1	46.2	69.2
	4	23	100	8.7	65.2	26.1	91.3
	5	22	100	28.6	52.4	19	71.4
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	17	100	12.5	43.8	43.8	87.5
	4	25	100	13	56.5	30.4	87
	5	11	100	27.3	45.5	27.3	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	14	100	18.2	45.5	36.4	81.8
	4	23	100	17.4	52.2	30.4	82.6
	5	19	100	16.7	50	33.3	83.3
	6	0	N/A	N/A	N/A	N/A	N/A
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	19	100	N/AV	N/AV	N/AV	100
	4	25	100	8.7	60.9	30.4	91.3
	5	12	100	I/S	I/S	I/S	I/S
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	26	100	20.8	41.7	37.5	79.2
	4	23	100	13	43.5	43.5	87
	5	43	100	9.8	48.8	41.5	90.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	23	100	9.5	38.1	52.4	90.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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